DOCUMENT RESUME

ED 061 515 AC 012 543

TITLE	Teacher's Guide; Books 1-2-3.
INSTITUTION	Immigration and Naturalization Service (Dept. of Justice), Washington, D.C.
REPORT NO	M-164
PUB DATE	71
NOTE	28p.; Revised edition
AVAILABLE FROM	Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 2702-0100, $.35)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Adult Basic Education; American Culture; *Citizenship; *English (Second Language); Enrichment Activities; Lesson Plans; *Literacy Education; Reading Instruction; *Teaching Guides
IDENTIFIERS	*Becoming a Citizen Series

ABSTRACT

This teaching guide is for use with the three books that make up the "Becoming a Citizen Series," which are aimed at helping prepare newcomers to the United States to participate fully as citizens. "Our American Way of Life," Book 1, is written for the foreign born who have a limited command of English. "Our United States," Book 2, is for those who have a fair command of English. "Our Government," Book 3, is for those who are able to use English with reasonable but limited facility. The guide for these books begins with a section giving general suggestions for conducting citizenship classes. For each book there are directions for presenting the pre-reading preparation, the section to be read or studied, and related follow-up activities. (Author/DB)

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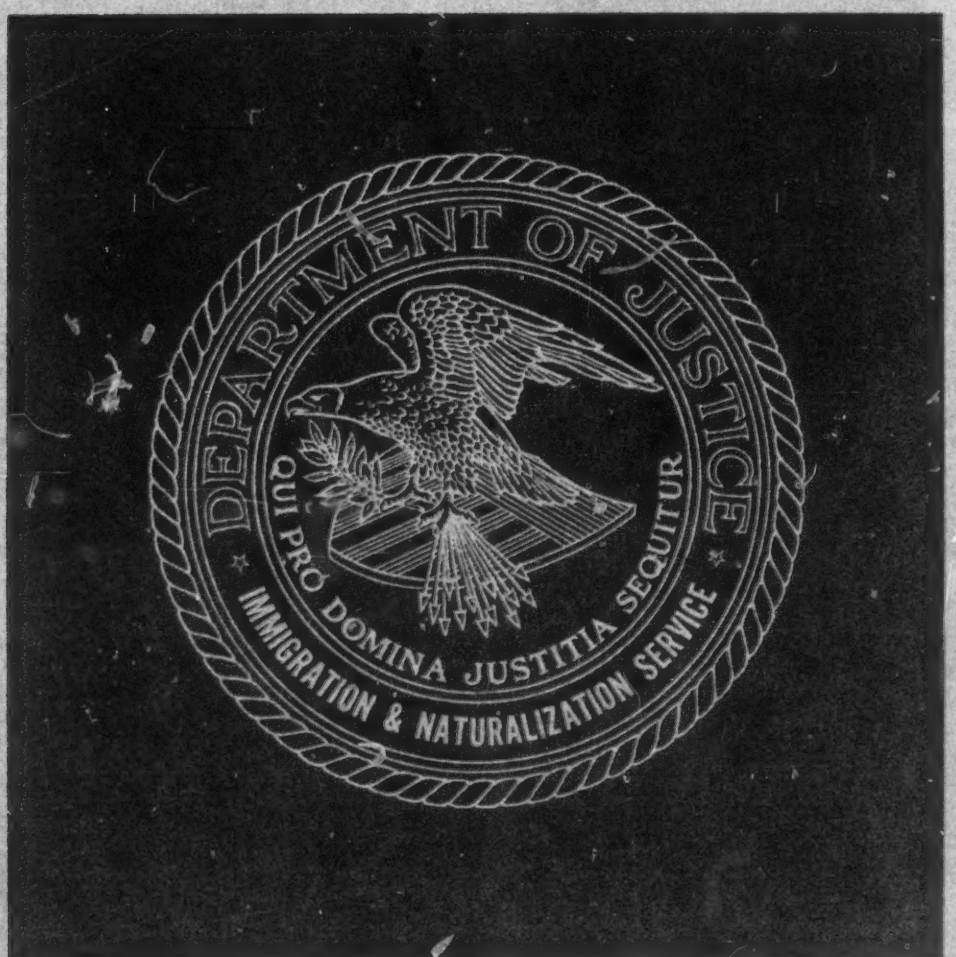

FEDERAL TEXTBOOK ON CITIZENSHIP
Becoming a Citizen Series

BOOKS 1-2-3

AC0125543

Teacher's Guide

BOOKS 1-2-3

M-164 (Revised 1971) Y

UNITED STATES GOVERNMENT PRINTING OFFICE • WASHINGTON, D.C. 20402

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price 35 cents
Stock Number 2702-0100

UNITED STATES DEPARTMENT OF JUSTICE

IMMIGRATION AND NATURALIZATION SERVICE

FOREWORD

The "Becoming a Citizen Series" of the Federal Textbooks on Citizenship was published in 1964. All books are regularly revised to reflect any changes that may have occurred in our government. The purpose of the series is to help prepare newcomers to the United States to participate fully as citizens in our democratic society. The content of the books and the instructional procedures in the classroom are designed to achieve four primary objectives: (1) to develop in the student a skill in speaking, understanding, reading, and writing English; (2) to inculcate an appreciation of the cultural heritage and mores of American life; (3) to develop a background in American history and government; and (4) to help prepare the immigrant for the citizenship examination.

Our American Way of Life, Book 1, has been written for the foreign born who have a limited command of English. *Our United States,* Book 2, is for those who have a fair command of English. *Our Government,* Book 3, is for those who are able to use English with reasonable but limited facility. To meet the needs of individual students, a greater emphasis is placed on the development of literacy skills and an adjustment to American life in Books 1 and 2 than in Book 3, which contains more detail relating to American history and government.

The *Teacher's Guide* for these books begins with a section giving general suggestions for conducting citizenship classes. These suggestions offer a general approach to teaching citizenship classes, enriching instruction, and an evaluation of students and teacher. The first three sections are followed by three other sections, each dealing with a different book in the "Becoming a Citizen Series."

For each book there are directions for presenting the pre-reading preparation, the section to be read or studied, and related follow-up activities. It should be understood that the suggestions listed in the *Guide* are not intended to limit or preclude the creativity of the teacher.

For the most part, the vocabulary and structural patterns used in the "Becoming a Citizen Series" are those more commonly used in the English language. Where words have been used which are not in this category, it is because the content required a specialized vocabulary for citizenship preparation. The key words in Book 1 are listed alphabetically in the back of the book. The key words, along with their definitions, are listed alphabetically in the back of Book 2. In Book 3, such words are listed in two places: with definitions at the beginning of each chapter under the section, "MEETING NEW WORDS," and alphabetically in the back of the book together with the number of the chapter in which the word is defined. In teaching vocabulary, however, the instruction should not be confined to the key words. Potentially, every word in these books may and should be taught where individuals or groups need such instruction. The designation and isolation of key words merely indicate those words most likely to require special attention.

Upon the completion of any one of these books, the student should be ready to apply for naturalization in order to become a participating citizen in our American society.

Commissioner of Immigration and Naturalization

CONTENTS

	Page
FOREWORD	iii
YOUR CITIZENSHIP CLASS	1
Planning for the First Meeting of the Class	2
At the First Meeting of the Class	2
ENRICHING THE INSTRUCTIONAL PROGRAM	3
Bulletin Boards and Displays	3
Dramatization	3
Resource Persons	4
Class Trips	4
Audio-Visual Aids	4
Social Activities	5
EVALUATION	6
Measuring Student Progress	6
Teacher Self-Evaluation	6
Why Evaluate?	7
TEACHING BOOK 1—OUR AMERICAN WAY OF LIFE	8
Introductory Lesson	8
Speaking Practice	9
Reading Practice	11
Exercises	12
Review Lessons	12
Word List	12
Experience Chart Story	13
Multi-Level Classes	13

CONTENTS

	Page
TEACHING BOOK 2—OUR UNITED STATES	15
The First Session	15
Before You Read the Story	15
Reading the Story	15
After You Read the Story	15
Words and Terms Used in the Text	16
Planning the Lesson	16
Additional Suggestions	17
Multi-Level Classes	17
Enrichment Techniques for Each Chapter	17
TEACHING BOOK 3—OUR GOVERNMENT	20
The First Session	20
Introductory Reading	20
Meeting New Words	20
As You Read	20
The Chapter Topic	20
Can You Do This?	20
Words and Terms Used In Text	21
Index	21
Planning the Lesson	21
Additional Suggestions	22
Multi-Level Classes	23

YOUR CITIZENSHIP CLASS

When you meet your class you will probably find one question uppermost in the mind of each student: "How can I become a citizen?" No matter what his background, the student in the citizenship class will want to know what steps he must take to become naturalized.

The students will have many ideas, some completely incorrect, about the naturalization process. Each student will want his own personal problem considered. The teacher should be prepared to answer those questions which are of a general nature. He should tactfully avoid those which are too personal or too involved. He should not attempt to answer all questions the student might ask, especially those dealing with legal and technical aspects of immigration and naturalization.

Since immigration and naturalization laws are subject to change and interpretation, the booklet distributed without charge by the offices of the Immigration and Naturalization Service will be the best source of information. This publication is:

> Form N—17. *Naturalization Requirements and General Information.* U.S. Department of Justice, Immigration and Naturalization Service.

The people in a citizenship class will have come from many different cultural backgrounds. Some will be recent arrivals in the United States; others will have been here for a while and, only at this time, will they have shown a desire to become citizens. Their educational preparation will vary from person to person. One student may be illiterate in his native language; another may hold an advanced college degree in his own country. What all students will have in common is the experience of coming to the United States and adjusting to the American way of life. Some will be frightened by what seems to them to be a strange new world and language. Others will be timid by nature; many will feel insecure. The newness of participating in a classroom situation may cause some students to manifest an exaggerated enthusiasm or to execute a quiet withdrawal. Still others, able to adjust more readily, may display a proper interest and may participate fully in the activities of the class.

The teacher must be sensitive to the special problems of each student in a citizenship class. He should have a sympathetic understanding of the difficulties encountered by the newcomer in situations which seem commonplace to the native-born American. An appreciation of the efforts made by the newcomer to become a part of our society should always be shown by the teacher. He should inspire confidence in the worth of the classroom activity so that each student will feel that his personal aspirations will be achieved.

Because of the varied abilities of the students, the road that each must follow to reach his goal will be different. The teacher must plan carefully so that each student, whether he is an illiterate person who is learning to read and write, or a highly literate person who is concerned primarily with fluency in English and other matters, has the personal satisfaction of achievement in each class session.

With an effective teacher, the citizenship classroom will be a workshop where the concepts of democracy can be developed and practiced. Through skillfully-planned group activity, students will acquire experiences in cooperative endeavor and shared responsibility. Recognition of each person's talent and ability will give substance to the American creed which stresses the intrinsic worth of the individual.

PLANNING FOR THE FIRST MEETING OF THE CLASS

- Be in your classroom well ahead of time. Arriving early will give you an opportunity to become acquainted with the members of the class and to answer their preliminary questions.
- See that the classroom is clean, adequately ventilated and lighted, and otherwise comfortable. There should be comfortable seats available for everyone.
- Make the classroom attractive. Arrange for bulletin boards which bear interesting and pertinent pictures. Display the American flag each time the class is in session.
- Have books, paper, and pencils ready for use. Plan to have the students begin their work during the first session.
- Carefully plan your first meeting so that the students, when they leave the classroom, will look forward to the next class session with a feeling of satisfaction, interest, and enthusiasm.
- Have a volunteer helper ready to assist in registering latecomers in the event that this should be necessary. The teacher ought to be free to work uninterruptedly with the class.

AT THE FIRST MEETING OF THE CLASS

- Conduct the class in a professional manner but avoid being unduly formal. Be friendly and sympathetic; avoid a patronizing attitude.
- Give equal attention to all class members. Do not spend too much time with any one student or group of students.
- Do not overwhelm the class with too many books, papers, and words. Keep directions simple and clear. Repeat directions if necessary.
- Pronounce your name distinctly and write it on the board. Have each member of the class pronounce his name slowly. Learn to pronounce the names of all the students correctly.

ENRICHING THE INSTRUCTIONAL PROGRAM

The enrichment part of the program should broaden the experiences of the student in the classroom and extend his awareness of civic responsibility so that he may more actively participate in the life of his community. His participation in suitable celebrations and observances on our national holidays, on Citizenship Day, and during Constitution Week, will make him feel that he is a part of the national scene.

The teacher should strive to send news items concerning the work of the class and its members to editors of the newspapers in the community. This kind of publicity adds pride and stature to the citizenship class.

The following activities are among those that have proven successful in enriching the instructional program of citizenship classes.

BULLETIN BOARDS AND DISPLAYS

Bulletin boards help to make citizenship classrooms attractive. When they reflect the work of the class, they become a valuable teaching aid. Plan to use them to raise questions regarding class activities, to preview work, to record progress in learning, and to summarize topics of interest.

- Have a committee of students keep the bulletin board up to date.
- Do not display too many things at one time.
- Try to see that there is something new and interesting posted at every class meeting. Any snapshots or newspaper items about members of the class will always prove to be of interest.
- A caption phrased as a statement or a question should accompany every picture posted on the bulletin board, so that the significance of the display will be unmistakably clear.
- Post newspaper items of interest that are pertinent to the agenda of citizenship classes. Use these as a basis for class discussion.
- Place on display common application forms that people are frequently asked to fill out. Have the students practice filling out such forms or facsimiles of them.
- Post a schedule of radio and televison programs, movies, or shows dealing with topics discussed in class; e.g., current events, controversial issues, citizenship responsibilities.
- Exhibit arts and crafts brought in by students to show the artistic and cultural heritage of their national groups.
- Advanced classes may be encouraged to make and display charts, posters, or graphs showing information about governmental agencies and their activities.

DRAMATIZATION

Students enjoy acting out a story. This technique is often used to review historical events, depict present-day social problems, or dramatize the steps involved in acquiring citizenship.

- Dramatize activities involving one of the first ten amendments to the Federal Constitution; e.g., freedom of speech, religon, etc.
- Develop a skit showing people in a political debate.
- Plan a tableau illustrating some contributions prominent citizens have made to our nation's development and history.
- Plan and conduct a town meeting wherein participants discuss the need for a community playground.

- Dramatize the voting process. Arrange the classroom to look as much like a polling place as possible. Have an election board such as one which functions in real situations. Emphasize the fact that balloting is secret, and that questions to be voted on are not discussed near the polling place. Plan this activity to coincide with actual primaries and elections. Visit a polling place with the students, if possible.

Dramatization lends itself to many areas. Pantomiming an action word helps to clarify its meaning. The dialogue used in dramatization can promote an understanding of the English idiom and the development of proper English usage.

RESOURCE PERSONS

Resource persons from industry, governmental agencies, social service agencies, professional and civic groups, and local police and fire departments generally will be available.

- Ask representatives of the different agencies and groups to meet with the class to discuss the functions of their respective organizations. Teacher and students should plan and conduct these meetings together. For example, when the class is discussing social security, a representative from the social security office might be asked to speak to the class.
- Make sure that the resource person knows the level of understanding of the students in order that his presentation will be more meaningful.
- In advance of the speaker's arrival, have the students discuss and list questions they want to have answered. If possible, let the speaker know in advance the nature of the questions that will be asked.

CLASS TRIPS

All class trips must be carefully planned by the teacher and the class. The teacher should comply with official regulations regarding such trips. Before deciding to take a trip, the class should discuss the cost involved. When possible, the teacher ought to take the trip in advance of the class in order to ascertain what the points of interest will be and what difficulties must be overcome when the class makes the journey. The class should understand in advance the purpose of the visit. They should know what to look for and should be informed that what they see and learn will be discussed at the next session of the class.

- Visit local governmental agencies, hospitals, museums, libraries, community centers, and courts to see what services they perform for people.
- Interest members of the class in attending such community activities as flower and hobby shows, parent-teacher association meetings, and community forums.
- Plan excursions to the state capital, our national capital, and to other places of cultural and historical interest.

AUDIO-VISUAL AIDS

Projected

Films, filmstrips, and slides are invaluable classroom tools. They may be employed to give information, to develop interest, and to provide a common springboard for learning. However, when these aids are not in consonance with the instructional program, they become a waste of time.

Before using an audio-visual aid, the teacher should:

- Make certain that it serves the purpose of the lesson.
- Develop and present to the students three or four pertinent questions to guide them in obtaining the information desired from the aid.

After the aid has been used, the teacher should:

- Discuss the answers to the questions previously presented to the students.
- Relate the material to the topic being studied.

- Use the aid a second time if advisable.

Free films and filmstrips can be obtained from many sources; e.g., governmental agencies, industrial, insurance, and transportation companies.

Other Aids

Other audio-visual aids, such as television, radio, records, and tape recordings, can be used in and out of class. Television or radio programs seen or heard at home serve to stimulate discussion in the classroom. Records and tapes pertinent to the course can be used effectively to enrich the program.

The teacher should make sure that he is familiar with the operation of the equipment he plans to use.

SOCIAL ACTIVITIES

Informal social periods before or after class, during which there may be community singing, a coffee hour, or programs presented by class members, have been used with success.

- These informal sessions must be carefully planned. Encourage all members of the class to participate.
- Have students bring in musical records that represent the cultural heritage of their native lands.
- Group singing is usually enjoyed, especially with piano accompaniment. Students sometimes play instruments such as accordions or guitars suitable for accompanying the singing.
- Plan a party for the members of the class who are ready to be naturalized.
- Encourage members of the group who are talented in music or the other arts to offer their services for community programs.

Opportunities for enriching the program of citizenship classes are many and varied. The creative teacher will be able to add many other worthwhile activities.

EVALUATION

The citizenship class teacher, bearing in mind the objectives of the course, will evaluate growth in the following areas:

- Literacy skills: reading, writing, understanding, and speaking of English.
- Knowledge of American government, history, and geography.
- Adjustment of the students to the American way of life.

MEASURING STUDENT PROGRESS

Student progress may be evaluated by various methods. Those in more general use are:

Observation

The teacher, during sessions of his class, will note and rate the progress of each member. During class discussion, he will be able to determine the progress the students have made in English usage and in their understanding of the basic concepts of American history and government. Observing a student's struggle with the complexities of the English idiom when he writes a paragraph will frequently suggest to the teacher new ideas for planning subsequent lessons.

Some teachers keep a notebook in which they record such observations.

Samples of Student Work

Samples of student work, kept in individual folders, can serve as a good chronological record of each student's progress. These written materials may include compositions, test papers, letters, or class assignments.

An examination of the contents of the folder will also enable the student to evaluate his own growth.

Teacher-Made Tests

Teacher-made tests should be constructed specifically for the students who are to take them. They must be directly related in substance to the activities of the class, and should stress matters which have been the subject of class instruction. Teachers, in changing their methods to meet current needs, often find previous tests unsatisfactory.

The first test should be prepared in a manner that assures success for the student. Later, when the student has become adjusted to the citizenship class and feels a sense of achievement, he will be more apt to accept the possibility of occasional failure without discouragement or loss of morale. Such failure should be regarded by both student and teacher as an indicated need for further work in certain areas. The teacher should always make it clear to the student that the failure does not mean a complete lack of accomplishment.

In constructing tests the teacher should devise questions which:

- Cover only important facts and concepts.
- Are clearly worded.
- Require brief answers from beginners. More advanced students may answer questions involving several words, sentences, or paragraphs.
- The questions should be varied in format to include true-false, multiple-choice, matching, fill-in, and completion types.

A test can serve as a diagnostic instrument to indicate both the general level of ability and the areas in which students experience difficulty.

No test should put a premium on speed.

TEACHER SELF-EVALUATION

The competent teacher is constantly attempting to improve. In analyzing his activities and

performance in the classroom he should ask himself:

- Do I keep abreast of changes in immigration laws and naturalization requirements and regulations?
- Do I familiarize myself with the actual process of naturalization?
- Do I attend naturalization ceremonies?
- Do I use good English in class?
- Do I talk too much?
- Do I arrive well in advance of my students?
- Do I plan my work carefully?
- Do I keep my records up to date?
- Do I check student papers carefully and return them promptly?
- Do I vary my methods?
- Do I allow for individual differences in the students?
- Do I use a variety of instructional materials?
- Do I use audio-visual aids?
- Do I include effective drill?
- Do I keep my students informed of their progress?
- Do I develop enthusiasm in students?
- Do I conduct my classes in a businesslike but friendly manner?
- Do I encourage my students to express their own opinions?
- Do I know each of my students by name?
- Do I keep class attendance high?
- Do I engender in my students a sense of achievement after every session?

WHY EVALUATE?

Evaluation is a significant aspect of teaching. A well-designed program should enable the teacher to measure his own and his students' strengths and weaknesses. This appraisal, followed by appropriate corrective action, will result in improved instruction.

TEACHING BOOK I—OUR AMERICAN WAY OF LIFE

Our American Way of Life is Book 1 of the "Becoming a Citizen Series." It consists of 20 chapters, each having three sections: (1) a speaking section, (2) a reading section, and (3) exercises which give practice in reading, speaking and writing.

While the experienced teacher will have his own effective methods and techniques, he would do well to consult the first section of this *Guide* with its suggestions for conducting, enriching, and evaluating citizenship classes generally.

The procedures suggested in this section are specifically designed for classes using Book 1.

INTRODUCTORY LESSON

Before using the text, the teacher should conduct an introductory lesson which provides for oral practice in the social situation of people meeting for the first time. A suggested lesson follows:

1. Teacher greets class:

"Good evening (good morning, good afternoon, hello). My name is Mr. Blank, and I am your teacher." (Teacher writes his name on the blackboard.)

"Now, I would like to know your names."

2. Teacher greets each student saying:

"Good evening. My name is Mr. Blank. What is your name?"

Teacher helps each student with the reply. "Good evening. My name is_____."

3. Depending upon the ability of the student, teacher asks each student to write his name, address, and telephone number on a paper which will be collected. Teacher prints model on blackboard or has form prepared for student use.

Name_____
Address_____
Phone_____

4. Teacher asks each student to tell where he comes from. A large map of the world or globe would be useful here. Teacher says:

"I am from the United States. Where do you come from?"

He helps each student with the reply: "I come from _____."

5. Teacher says:

"Now we are all in the United States. We are in _____ (name of city or town)."

6. Teacher explains, in simplest terms and with gestures, the purpose of the course:

"We are here to learn to speak English.

We are here to learn to understand English.

We are here to learn to read English.

We are here to learn to write English.

We are here to learn about America.

We are here to learn how to become citizens."

Teacher tells the students:

When and where the class will meet.

What the length of each class session will be.

What materials will be needed; e.g., pencil, notebook, etc.

7. Teacher introduces the students to each other. Teacher speaks to a student:

Teacher—Good evening. My name is Mr. Blank. What is your name?

Student—My name is Carlos Gomez.

Teacher—I am pleased to meet you, Mr. Gomez (shaking hands). Where do you come from?

Student—I come from Mexico.

Teacher acts out this dialogue with several students and then has these students act it out with each other.

Teacher then involves the students in an introduction to each other:

Teacher—Good evening, Mr. Gomez.

Student—Good evening.

Teacher—Mr. Gomez, this is Mrs. Pytko.

First Student—Good evening, Mrs. Pytko. I am pleased to meet you.

Second Student—Good evening. The pleasure is mine.

Students act this out in a chain manner, student 2 with student 3, etc.

8. Depending upon student ability, the teacher can lead the exercise into other social situations.

SPEAKING PRACTICE

The speaking practice section should be presented by the teacher prior to the reading of the text. In Chapters 1 to 11 this presentation should be based upon the experience background of the adult being taught. Suggested procedures for planning this phase of the lesson are described for Chapter 1. Words to be taught in Chapters 2 to 11 follow the plan described for Chapter 1.

Chapter 1—What Is This?

Speaking Practice (pre-reading preparation) pictorially.

1. Teacher should have large pictures representative of the words to be taught.

man	chair
woman	table
boy	book
girl	map (United States)
pencil	(North America)
pen	

2. Teacher shows a picture of a man to the class and says, "This is a man." Teacher points to the picture again and repeats, "This is a man." Teacher asks the class to say, "This is a man." Teacher repeats the sentence, pointing to several male students. The teacher isolates the words "a man" for several repetitions. Teacher repeats the whole sentence. Class repeats the whole sentence several times.

3. Teacher shows a picture of a woman to the class. He repeats the procedure as in 2. He presents three or four words in the same way and then goes on to step 4.

4. Teacher holds up a picture of a man and asks the class, "Is this a man or a woman?" Class gives an answer in chorus. Teacher asks the same question, utilizing other pictures or persons and objects in the classroom.

The usual questions in this step are:

Is this a man or a woman?

Is this a chair or a table?

What is this?

Who is this?

Where is this?

5. Teacher presents the next group of three or four words and again applies step 4. This is done until all the words to be taught are presented.

6. When the teacher feels that the students have enough confidence in their ability to identify these objects orally, he can ask for individual student responses. This may take more than one or two sessions of the class.

7. When the students show oral mastery of the words of the chapter, teacher should have them open the textbook to the lesson.

Chapter 2—The Rosa Family

Speaking Practice (pre-reading preparation).

the Rosa family	father
Mr. Rosa	mother
Mrs. Rosa	son
Robert	daughter
Mary	

Suggestion—Teacher should include questions beginning with the word *who*, such as:

Who is Mr. Rosa?

Chapter 3—Meet the Mandas

Speaking Practice (pre-reading preparation).

he	child
she	brother
they	sister

Suggestion—Teacher should include questions like:

Do you have a brother?
Do you have a sister?

Chapter 4—Living Together

Speaking Practice (pre-reading preparation).

child	work
children	play
eat	go

Suggestion—Teacher should include questions beginning with the word *where*, such as:

Where do you work?
Where do the children play?

Chapter 5—To America by Plane

Speaking Practice (pre-reading preparation).

live—lived	happy
work—worked	factory
come—came	together
want—wanted	

Suggestion—Teacher should include question and answer practice like:

How did you come to America?
I came by plane.
Why did you come?
I wanted to work in America.

Chapter 6—We Buy Food

Speaking Practice (pre-reading preparation).

supermarket	meat
sections	buy—bought
bakery	frozen food
dairy	fruit
many	vegetables

Suggestion—Teacher should include questions like:

Where do you buy bread?
What do you buy in a supermarket?

Chapter 7—We Need Clothing

Speaking Practice (pre-reading preparation).

department store	cold
clothing	suit
wool	need—needed
warm	sell—sold

Suggestion—Teacher should include questions like:

Do you shop in a department store?
Do you need to buy clothing?

Additional questions appear in the text.

Chapter 8—Going Shopping

Speaking Practice (pre-reading preparation).

television set	bought
toaster	like—liked
go—went	watch—watched
was—were	programs

Suggestion—Teacher should include questions like:

Do you watch television?
What programs do you like?

Chapter 9—Looking for a Job

Speaking Practice (pre-reading preparation).

newspaper	see—saw
job	male
ads	female
help—helped	experienced
look—looked	

Suggestion—Teacher should include questions like:

Do you buy a newspaper?

Do you look at the ads in the newspaper?

Additional questions appear in the text.

Chapter 10—Your Social Security Card

Speaking Practice (pre-reading preparation).

post office	card
clerk	social security
open	pay
application	number
form	

Suggestion—Teacher should include questions like:

Do you live near a post office?

Where do you get an application for a social security card?

Additional questions appear in the text.

Chapter 11—At Work

Speaking Practice (pre-reading preparation).

show—showed	introduce—intro-
workers	duced
school	United States
office	

Suggestion—Teacher should include questions like:

Do you have a social security card?

Where do you work?

Additional questions appear in the text.

The content of Chapters 12 to 20 helps the student to prepare for the naturalization examination and become a citizen of the United States of America. The material deals with the historical background of our country, its Constitution and government, and the specific steps to be taken toward citizenship. Questions to be used in the speaking practice are given in the text. The teacher may want to expand the text by drawing upon the student's own knowledge of the process of government in his native country. This would serve as a way to compare our democratic form of government with the forms of government in other countries. In the speaking practice, the teacher should use words that will be developed in the reading practice.

READING PRACTICE

The reading practice section is divided into three parts. Part 1 contains a short selection or story which is made up of the basic words and concepts developed throughout the chapter. Part 2 is a series of questions and answers based on the selection in Part 1. These questions and answers are designed to check the student's comprehension of the story and to serve as a pattern for conversation about the topic read. Part 3 extends in depth the reading selection of Part 1. It develops additional words and concepts.

The teacher, in planning the reading lesson, should follow these basic principles:

Develop reading readiness

- Establish the purpose for reading the lesson:
  "Why are we reading this?"
  "What are we trying to find out?"
- Stimulate interest in the topic to be read. The speaking practice section is one way of accomplishing this result.
- Build the concepts needed for understanding the selection.
- Establish a background for each interpretive experience. The teacher does this by utilizing the experiences and knowledge that the student brings to class.
- Anticipate vocabulary difficulties:
  Teach new words in context.
  Use appropriate gestures, objects, pictures, and flash cards to introduce new words.
  Use context clues. Help the student identify an unfamiliar word through the use of familiar words and ideas which surround the strange word.
  Use phonics and phonetic analysis.
  Use structural analysis and word-building principles.
  Use synonyms and antonyms.

Use configurational clues. Help the student identify words from their general appearance, such as height and length.

Read the selection

In the initial chapters the reading should be largely teacher-directed. He must serve as the model for correct pronunciation, intonation, and inflection. He should use dialogue when the material lends itself to this purpose. The teacher may have the text reproduced on tape, with pauses, for student study and repetition. A variety of voices recorded on tape will be beneficial to the student.

- Teacher reads.
- Class reads orally after the teacher.
- Class reads silently.
- Individual students read orally.

As the reading experience of the student develops, independent reading should be encouraged.

- Student reads the entire selection silently.
- During this time, the teacher observes the students in order to determine whether they are having difficulty in reading. Difficulties are usually reflected by signs of tension, frowning, blinking, pointing to words, or very slow reading.
- Once the difficulties or weaknesses have been identified, the teacher should help the student develop the skills necessary to overcome these weaknesses.

Check comprehension

- By oral questions prepared by the teacher or asked by the students.
- By having the students explain what they have read.
- By having the students summarize or retell the story.

Reread the selections to afford the students an opportunity to strengthen their reading skills.

EXERCISES

The exercises found at the end of each chapter afford practice in reading, speaking, and writing. "Reading and Speaking Practice" may be presented as follows:

- Teacher reads the questions.
- Students answer the questions orally using complete sentences.
- Students read the questions and answer them orally. At first, one half of the class reads a question and the other half answers it. Then reverse this procedure. Finally, individual students read the questions and other students answer them.

"Reading and Writing Practice" may be presented as follows:

- Before the students begin to write, the teacher directs them in the techniques of writing, namely:
  sitting posture,
  how to hold pen or pencil,
  writing movements.
- Teacher carefully explains the directions relating to the exercises.
- Students write the answers to the questions in their notebooks or on paper.

REVIEW LESSONS

A review lesson follows each group of five lessons. This lesson recapitulates the words and concepts presented in the previous lessons and affords additional practice in speaking, reading, and writing. The teacher here has the opportunity to develop the potential of each student.

WORD LIST

A list of the key words in the lessons is included at the end of the book. The teacher should be

aware of and teach any word of a lesson unfamiliar to the student even though this word may not be listed as a key word.

EXPERIENCE CHART STORY

An experience chart story is a story based upon an interesting personal or group experience. The story is given by the students orally and is recorded by the teacher on large chart-size paper.

The teacher, in developing and using an experience reading chart, should keep the following objectives or practices in mind:

- To use all words that are within the reading vocabulary of the students.
- To repeat words in order to help establish a sight vocabulary.
- To develop charts that the students are able to read.
- Charts should be duplicated on notebook-size paper for the use of the class. The teacher may want to cut one copy of an experience chart into sentence strips; then, later, into phrases and words in order to provide materials for drill purposes.

Discussions should always precede the writing of an experience chart story in order to make certain that students have accurate concepts, and that they understand and can use the words that describe the experience.

The teacher, through questioning, should guide the responses of the students which will be recorded on the chart. The story should be written as it is stated by the students in the class, provided that the statements made conform with acceptable usage.

Sentences should be kept short, preferably one line in length. If longer sentences must be used, then these sentences should be broken into thought units.

MULTI-LEVEL CLASSES

Classes in citizenship are composed of people with varying needs and abilities. These different abilities may be developed in a variety of ways. Grouping into multi-level classes is one way of taking care of individual differences and provides for greater efficiency in learning. It may be that a class, because of its wide range of experiences and abilities, will be using all three books of the series simultaneously. Another class may be using only one of the three books. Whether a single text or a combination of books is used, the teacher should bear these principles in mind:

- Grouping is one procedure which can be used to satisfy individual needs more effectively. However, until the ability to work independently is developed, the class should be treated as a single group.
- The number and size of groups should vary with the purpose of the activity, the instructional area, the students' abilities to work independently, the space, and the materials available.
- Experience has shown that, when more than one group is functioning at the same time, it is usually best to limit the number of groups to two or three.
- Thorough planning must precede group activity.
- In the group work session:
  - Select a chairman for each group. Be sure to afford opportunities for other students to act as chairman from time to time.
  - When the teacher is working with one group, the other groups should be engaged in worthwhile activities.
  - The work done by each group should be evaluated.

The success or failure of any group experience is directly related to the planning of the activity by the teacher.

TEACHING BOOK 2—OUR UNITED STATES

Our United States is Book 2 of the "Becoming A Citizen Series." It contains 17 chapters. Chapters 1 through 8 are concerned principally with the orientation of the immigrant to life in America. The last 9 chapters emphasize American history and government. These final chapters aim to inculcate an appreciation of the origins, philosophy, and machinery of American democracy. They also serve to provide the future citizen with sufficient preparation to pass his naturalization examination. Each chapter includes a pre-reading section called "BEFORE YOU READ THE STORY," the story or section to be read and studied, and follow-up activities called "AFTER YOU READ THE STORY."

THE FIRST SESSION

During the first session of the class the teacher should conduct a get-acquainted period. This is a time during which teacher and students introduce themselves, telling a little about their national backgrounds, families, and occupations.

Then the teacher should outline the purposes of the course. These should be written on the blackboard, and might read as follows:

Purposes of Course in English and Citizenship:

To improve our English.

To improve our reading of English.

To learn about our American way of life.

To learn about the history and government of the United States.

To prepare for the naturalization examination.

BEFORE YOU READ THE STORY

This section is planned to prepare and motivate the student for the reading section that follows. It contains three parts: an introductory paragraph, a word study exercise, and a suggestion for discussion called "Talk About."

The introductory paragraph informs the student of the scope of the chapter. Where possible, the paragraph relates the subject matter to the student's previous reading as well as to his own experiences. Immediately following are questions which point out the major concepts developed in the reading selection.

The "Word Study" section consists of sentences introducing the new words of the chapter. Most sentences contain one underlined word, the meaning of which in context is almost self-explanatory.

The "Talk About" section consists of a motivating question designed to elicit from the student his thinking and experience in reference to the subject matter of the chapter.

READING THE STORY

The heart of each chapter is the reading section itself. Each section is a unit centered about a single comprehensive idea. Book 2 begins by describing ways in which the newcomer can acclimate himself to the social and economic aspects of life in America. It continues with an account of American history and government, and of the people who helped in the development of the United States. It concludes with information about becoming a citizen and voting intelligently.

AFTER YOU READ THE STORY

This section of each chapter is generally made up of three parts:

- "Checking Understanding"—a series of simple comprehension tests.

- "Checking Word Meanings"—a test of vocabulary words met in the reading.
- "Discussion"—questions aimed at motivating oral expression and broadening concepts met in the chapter.

WORDS AND TERMS USED IN THE TEXT

A list of the more important words of the lessons is included with their definitions at the end of the book. The teacher should carefully observe each student to note whether any word in a lesson appears to be unfamiliar to him. When such a word is encountered, the student should be instructed as to its meaning even though it may not be in the list of key words.

PLANNING THE LESSON

The first section of this *Guide* gives suggestions for conducting, enriching, and evaluating the work in citizenship classes generally. The procedures included hereinafter are specifically designed for use in connection with Book 2. They are, however, merely suggestive. It is impossible for any one set of suggestions to be consonant with every teacher's personality and training or with the needs and abilities of any one class. Nonetheless, the techniques listed have proven useful in many classroom situations. When the teacher feels the need of varying his approach, he should refer to the section "ADDITIONAL SUGGESTIONS" or he may draw upon his own experiences.

The length of time spent on each chapter will vary with each class. A class will need several sessions to complete a chapter. Whatever the rate of progress, the basic consideration should be the thoroughness with which the material in the book must be presented and studied in order to assure that the students have had an adequate and satisfactory preparation for citizenship. "Covering the course" at the expense of real and permanent learning is a highly questionable procedure.

The following plan is a guide for developing the various sections of each chapter.

Before You Read the Story

- Teacher writes the title of the chapter on the blackboard and reads it to the class.
- Teacher asks the students what they think the title means.
- Teacher reads the introductory paragraph to the class while they read it silently.
- Teacher questions the class in order to determine comprehension and arouse interest.
- Teacher explains to the class that the answers to the questions following the introductory statement will be found in the content of the reading lesson.
- Teacher directs the students to read the sentences under "Word Study." The underlined words are studied for meaning, structure, pronunciation, and usage.
- Teacher helps the students develop word attack skills; e.g., phonics, configurational clues, context clues, structural analysis.
- Class discusses the question in the "Talk About" section.

Reading the Story

- Teacher asks the class to reread the questions that follow the introductory paragraph and directs them to look for the answers as they read the story silently.
- As the students read the story, the teacher observes the reading rate of individual students and looks for any indications of difficulties; e.g., frowning, grimacing, twitching.
- Occasionally the teacher or some of the better readers should read a part of the selection aloud.
- The teacher must allow sufficient time for most of the class to finish the story.

After You Read the Story

- Teacher directs a class discussion of the questions in the "BEFORE YOU READ THE STORY" section.

- The students complete the exercises found in the "AFTER YOU READ THE STORY" section.
- Additional comprehension checks can be initiated. Teacher-made and student-made questions can be formulated and answered. Students can summarize the main points of the chapter. Rereading certain sections might insure a firmer understanding.

Concluding a Lesson

Every lesson should end with a specific conclusion. This may take one or more of the following forms:

- A brief outline of what was learned during the session.
- A brief statement by the teacher about how the lesson relates to previous lessons.
- A preview of subjects to be covered later in the course.
- A review of skills learned.
- An occasional recapitulation of the material learned during the year.

ADDITIONAL SUGGESTIONS

- Students may discuss newspaper articles that relate to the lesson.
- Compositions, one paragraph in length, may be written to describe a process, express an opinion, or tell an experience.
- Students may write sentences illustrating words learned.
- Students may prepare a paragraph from the book for oral reading to the class.
- Students may report on radio and television broadcasts that add dimension to class learning.
- Students may outline a portion of a chapter.
- Students may draw maps to clarify material displayed on the bulletin board or blackboard.
- Students may report on interviews with people they have consulted about the subject matter of the lesson.
- A resource person may give a talk to the class.
- Students may write letters to organizations or agencies requesting information or materials.
- A student may speak to the class on a subject he knows well.
- Films, film strips, or slides may be used to motivate the students or review a chapter.
- Students, under teacher direction, may individually or in groups write a letter, use a dictionary, study the meaning of vocabulary from context, or practice the pronunciation of difficult words.
- When they will contribute to the lesson, trips may be taken to historical sites, industrial centers, courts, and other places.

MULTI-LEVEL CLASSES

In some classes the teacher may prefer to organize his students into groups in order to facilitate learning. Where there is a wide range of ability, grouping may represent the most practical method of organizing instruction.

Grouping in such a situation may necessitate the use of more than one book of the "Becoming a Citizen Series."

Grouping in another class, containing a narrower range of abilities, may permit the use of only a single book of the series. This type of grouping presupposes that each group will be reading at a different place within the book.

In the final analysis, how the teacher applies the multi-level technique will depend on the needs, interests, and abilities of the students in the class.

ENRICHMENT TECHNIQUES FOR EACH CHAPTER

Chapter 1—A Look at the People

A world map showing the foreign origins of the American people will be useful here.

TEACHER'S GUIDE

Chapter 2—The Newcomer in an American Community

A map showing the locations of the community agencies will help locate them for newcomers and discussion can clarify the purpose of each community agency.

Chapter 3—Finding a Home in America

Each student may be asked to tell how he found a place to live. The answers should be valuable to students who are still in the process of locating a home or apartment.

Chapter 4—Finding a Job in the United States

A representative of the state employment service might speak to the class. His first-hand contact with the problems usually encountered in finding a job should be invaluable.

Chapter 5—Finding Security in the United States

A table listing things to which aliens are entitled, positioned alongside one listing privileges not available to aliens, may be developed by the class. The teacher, however, must emphasize the temporary nature of the restrictions imposed on aliens. This approach should strengthen the determination of the student to complete the course and become a citizen.

Chapter 6—A Look at Work in America

The daily newspaper with its regular news and classified ads will help students list and become familiar with the main categories of work available in the area.

Chapter 7—Our American Ways

With student participation, compare shopping in America with shopping in other countries. Plan a visit to the local or central public library.

Chapter 8—Getting Ahead in America

Literature from the office in charge of adult education in the area may be read by the students. Discuss with them requirements for the various professions. Consider with them available job opportunities and the training necessary to qualify for them.

Chapter 9—The Struggle for Independence

There are many good films which dramatize the Revolutionary War period in our history.

Chapter 10—The Growth of Democracy

Students might look at all the Constitutional amendments to determine which ones extended democratic privileges to additional groups of people.

Chapter 11—The Constitution and the Bill of Rights

Students might be asked to read the first 10 amendments to the Constitution and rephrase them in everyday language.

Chapter 12—The Organization of Our Government

Stories in the newspaper from the state capital or Washington, D.C., can be read to see how and where the personages mentioned fit into the three traditional branches of American government.

Chapter 13—Laws and Law Makers

The chart showing the progress of a bill to its culmination as a law should clarify the procedure and concepts discussed in the chapter.

Chapter 14—The United States Becomes a World Power

Discuss the organization of the United Nations. Conduct a model session of the General Assembly. Plan exhibits and programs to celebrate United Nations Day and Week.

Chapter 15—People Who Helped America Grow

Discuss the contributions made by people other than those mentioned in the chapter. Students also may report on persons from their native countries who have enriched the world through their talents in science, music, art, and literature.

TEACHING BOOK 2—OUR UNITED STATES

Chapter 16—Becoming an American Citizen

An informal, teacher-constructed test involving typical questions which may be asked in a naturalization examination can be given to the class. These will aid the students to assess their own progress toward the goal of acquiring citizenship.

Chapter 17—Voting Intelligently

Students may examine a sample or a real voting machine to see how it works. Straight-ticket voting and ticket-splitting can be demonstrated.

TEACHING BOOK 3—OUR GOVERNMENT

Our Government is Book 3 of the "Becoming a Citizen Series." It begins with a preface, "America—the Land of the Immigrant." Chapter 1 describes in some detail the way to become a citizen. The other 15 chapters which follow deal with the struggle of the colonies for independence; the creation, growth, and importance of the Constitution; the voting citizen; the functioning of our government at the national, state, and local levels; and the meaning of freedom in the modern world. Each chapter begins with introductory reading material. Two sections, "MEETING NEW WORDS," and "AS YOU READ," then follow, after which another reading section appears under a caption that is identical with the chapter title. Each chapter concludes with a final section entitled "CAN YOU DO THIS."

THE FIRST SESSION

At the first meeting of the class, the teacher should:

- Greet the class and have the students introduce themselves. During this period, each student should be asked about his job and the country of his origin.
- Encourage the students to give their reasons for attending the class.
- Explain the program and the purpose of the course.
- Plan a series of brief exercises or tests that will aid in determining the students' abilities in reading, writing, and English usage and their knowledge of American history and government.
- Have an informal session during the class period in which students are encouraged to talk with one another and become acquainted.

INTRODUCTORY READING

A short reading selection giving a background for the topic of the chapter begins each chapter. This is followed by a discussion question designed to stimulate the thinking of the students, and to draw from them their reactions to the question and any of their own experiences which may be related to its subject matter.

MEETING NEW WORDS

This section aims to prepare students for the reading that follows. It contains key words and their definitions. It also contains exercises which check the students' understanding of word meanings.

AS YOU READ

The questions given here direct the students to look for the most important ideas of the reading lesson. They are designed to create interest and give the students a guide and purpose for studying the section that follows.

THE CHAPTER TOPIC (under chapter title)

This main reading selection embodies the most important concepts associated with the topic of the chapter.

CAN YOU DO THIS?

This section contains follow-up activities to the reading. It includes: (1) vocabulary checks

for word meanings and reading comprehension, (2) exercises which seek to determine what the students have learned from the chapter, and (3) questions which seek to extend the students' thinking about the ideas presented in the chapter.

WORDS AND TERMS USED IN TEXT

A list of words and terms used in the text is included at the end of the book, identified by the page number on which the words and terms are to be found.

INDEX

An index of major topics in the text is included at the end of the book.

PLANNING THE LESSON

The first section of this *Guide* includes suggestions for conducting, enriching, and evaluating citizenship classes generally. The procedures that follow here are specifically designed for classes using Book 3.

A chapter in the book cannot be covered properly in a single lesson. The composition of the class, comprised as it will be of students having individual differences in abilities, will determine the length of time needed for each chapter.

The following plan is a guide for developing the various sections of each chapter.

Introductory Reading

- The class may read silently.
- The teacher or capable readers may read parts of the selection aloud while the rest of the class follows the reading silently.
- The more able readers can read the selection independently, the teacher occasionally providing a written comprehension check.
- The teacher can work with intermediate and beginning groups to improve reading and comprehension.
- The teacher should draw all students into the discussion of the question at the end of this section.

Meeting New Words

- Teacher lists the new words without their definitions on the blackboard.
- Teacher encourages the students to identify, define, and use the words listed.
- Teacher and the class compare the student definitions with the definitions found in the chapter.
- Teacher introduces and teaches the words which have not been identified by the class.
- Students complete the exercise which follows the listing of new words.
- When it appears that a student does not understand the meaning of a word used in a chapter, the teacher should explain its meaning even though the word was not listed as a key word.

As You Read

- Teacher motivates the reading by presenting some of the ideas expressed in the main reading selection.
- Teacher helps the students learn how to locate the essential information in the chapter in order to answer the questions in this section. This can be done by explaining the use of subheadings.

The Chapter Topic

- Teacher refers back to the questions raised in the "AS YOU READ" section to find out if the students know the answers to these questions.
- Teacher asks the students to explain each subheading of the main reading selection.
- Teacher guides a discussion based on any related experiences brought to class by the students.
- Teacher reads parts of the selection orally.

- Teacher has the students read silently.
- Teacher checks the result of silent reading by questions and discussion.
- Teacher provides some opportunity for oral reading by the students. Care should be taken to make sure that less capable readers are not embarrassed by being required to read aloud. This may be done by asking the student to read a short answer to a specific question. Sometimes reading privately to the teacher will serve as adequate preparation for a later reading to the class.
- Teacher helps the students develop techniques for independent study. One good method is the *SQ3R technique*. This is particularly applicable to textbook material with heading and subheadings. In using this technique, the student:

(S) Surveys

Reads each heading and subheading in the selection. These guideposts give him a brief general view of what is to be learned.

(Q) Questions

Forms a question from each heading and subheading in the selection.

(R1) Reads

Reads the selection, keeping the questions in mind. He looks for the answers.

(R2) Recites

After completing the reading, he answers the questions. His answers may be written, recited aloud, or repeated silently.

(R3) Reviews

Goes over the material read. He reviews the questions and answers. He reviews them later at regular intervals.

Can You Do This?

- Students complete the exercises.
- Students answer orally or in writing the questions based on the story.
- Teacher leads the class in a discussion of the thought questions at the end of the chapter.

ADDITIONAL SUGGESTIONS

The teacher should use a variety of techniques to develop vocabulary. Some methods are:

- Incidental learning of vocabulary.
  - Students determine the meaning of words through use in context. They should be encouraged to use this learning method whenever they read newspapers, books, magazines, or other reading material.
  - Students learn new words through hearing them used. Radio and television are invaluable aids in this respect.
- Direct learning of vocabulary.
  - Students look up the meaning of words in a dictionary. They then use the new words in sentences.
  - Teacher teaches the meaning of isolated words and phrases. Phonics and structural analysis may be used.
  - More able students may compare English words with the same words in their own language to note similarities or differences in the structure or derivation of the words.
  - Students may keep a vocabulary file on cards or in a notebook. A sample follows:

> Inauguration: Ceremony when President is sworn into office.
>
> Thousands of people watched the inauguration of the new President.

Oral Work

In addition to the regular discussion periods which form a part of every lesson, the teacher might plan for:

- Student reports on trips to historical spots. Pictures, photographs, or slides would add interest to such a report.

- Student reports on historical events and famous people.
- Informal debates between the students on appropriate topics.
- Discussions of movies and television shows which have historical or social significance.
- Student reports on newspaper and magazine articles that supplement the study of government.
- Role playing or dramatizations by the students. Historical events lend themselves to this type of activity.

Written Work

This should evolve primarily from the work and discussion in class. Homework assignments should not be required but students wishing to do voluntary work outside of class should be encouraged to do so. Written work might include:

- Letters of various kinds.
  - Imaginary letters written by historical characters or government officials.
  - Letters applying for jobs.
  - Letters to the editor of a newspaper.
  - Letters to friends explaining steps in the naturalization procedure.
- Paragraphs summarizing material learned.
- Imaginary newspaper articles and editorials written about current affairs or historical events.
- Plays.
- Research articles on historical persons or events.
- Review questions to be asked of other students in class.

Using the Newspaper

Newspapers used in discussions serve to stimulate class interest. News items, editorials and political cartoons can be used as a source of information regarding:

- Current affairs.
  - Compare a front-page political article with an editorial on the same topic.
  - Demonstrate how political material can be slanted by different newspapers.
- The Constitution and how it applies to everyday life.
  - The application of the Bill of Rights (freedom of religion, press, speech) may be demonstrated.
  - The use of writs of *habeas corpus*, and warrants of arrest, search and seizure under the Constitution may be the subject of an article or editorial.
- Federal, state, and local government affairs.
- Presidential powers, duties, and responsibilities.
- Judicial rulings at national, state, and local levels.
- Propaganda.
  - This subject must be handled with care and discretion but should not be ignored.

MULTI-LEVEL CLASSES

Many classes will have students who vary widely in their abilities to use and understand English and in their knowledge of American history and government. Necessarily, students will progress at varying rates, depending upon their abilities and interest.

To help each student work at his full capacity, the teacher might divide the class into groups. For example:

- One class might consist of groups using all three texts: Books 1, 2 and 3.
- Another class might include groups that are all using Book 3. The more capable readers, however, would answer the more difficult questions, progress more rapidly through the text, work at voluntary home assignments according to interest and available time. Each of the several groups might be working at a different point within this text.

Despite the need for group formation in a given class, there will be many occasions on which the teacher will want to work with the class as a whole for specific purposes; e.g., discussion, viewing of films and other visual aids, planning a class program or project, or listening to a resource person.

☆ U.S. GOVERNMENT PRINTING OFFICE: 1971 O—447-685

ERIC Clearinghouse
MAY 24 1972
on Adult Education